

ON CO-OPERATION IN SCHOOL MATTERS,

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Co-operation is a term so commonly used, so universal, I might say in its application, that it seems to explain itself—to need no verbal definition. From the little child, scarcely able to make itself understood, but yet fit to rock the cradle while its mother prepares the meals, or sweeps up the house, it is practically intelligible through all the ages and stages of human life, till, leaning on his staff, and grateful for its aid, the old man goes tottering to the tomb.

Who, it might be asked, has not felt the meaning of the term in these touching and most expressive lines?

"John Anderson, my Jo, John, we've clamb
the hill *thegether*.
And mony a canty day John, we've had wi'
an anither,
Now we mun totter down, John, but *hand*
in hand we'll go,
And sleep *thegether* at the foot, John An-
derson, my Jo."

In some pursuits, it is perfectly possible to succeed by the simple, but vigorous use of the powers we are naturally endowed with; we may feel no occasion whatever for calling to our assistance the mental or the bodily faculties of others. In other undertakings, however, we find a very great relief in such assistance, while, in others still, our own unaided exertions would prove utterly inadequate to the accomplishment of our desires. Co-operation then, is frequently most valuable, and in many cases, it may be truly said to be invaluable. Sometimes it is simply agreeable or little more; accelerating the work in hand by the infusion of greater life and spirit than there would otherwise be. Sometimes it is much more than this; permitting time to be greatly economized, and allowing an undertaking of magnitude, and not of a uniform nature, to be distributed among individuals, each specially, and it may be solely, fitted for the performance of their own particular portion; while in other cases, it is actually indispensable. Not to multiply examples, witness the combined efforts of a Fire Company, actively co-operating to save life and property from otherwise irremediable destruction; or the crew and passengers of a sinking vessel working with might and main, to keep her afloat till a friendly shore can be gained.—However independent man may desire to be, there do occur emergencies, in which he must acknowledge how much, under Providence, he has been indebted to a fellow-creature, or even to the brute instinct of a being, in many respects immeasurably below himself; how dependent he has then been on co-operation, to make his own exertions of any value whatever. An illustration familiar to every one might be drawn from the good Monks of Saint Bernard and their noble and sagacious dogs.

In Educational matters, very little good can be done without hearty co-operation, and in no system, perhaps, is it of greater consequence than in that of our Common Schools. The Teacher has to co-operate with the Scholars and the Scholars with their Teacher; the Trustees with the people, so far as they can do so with perfect propriety, and yet hold the

interests of the School to be paramount and controlling; and the people with the Trustees, so long as they do not exceed their certainly extensive powers, but use them wisely and honestly. The Trustees, in addition, have to co-operate with the Teacher in his efforts in his own sphere, for the good of the School; while he and they together, so far as it is possible, have to strive to secure the active co-operation of the parents and guardians of the scholars, in all measures employed to advance the interests of the School. No small amount of self-denying active exertion is involved.

Although entire unanimity may be unattainable, it is exceedingly desirable. In the very establishment of a School, I consider it to be of the greatest importance to obtain the good will of the people, to carry them with you, if it can at all be done. That being accomplished, the battle may be said to be half won—for a battle it very frequently is. In almost every community, there are some, who, if not openly, will covertly oppose progress of this kind, either from self-will or supposed self-interest. Even where it is so, the matter may be prudently agitated and public sentiment become thereby more enlightened.—Some questions are apt to look very plain indeed from *our* stand point: if we reverse it, the effect will probably be to moderate zeal against opponents, and possibly, convert them into friends. Our own conclusions are frequently reached from premises which are not wholly warranted; but even supposing them to be correct, there are few who are not open to conviction of what is really right, if they are approached in the right way; a certain amount of prejudice may have to be overcome, and some trouble should be taken for the purpose of securing intelligent assent to our own views if they are right, rather than seeking to drive everything impetuously before us, with the view of gaining even the best end: for there is truth in the adage, solecism though it may seem, that "a man convinced against his will, is of the same opinion still," and with any such one, there can be little satisfaction in working, and little benefit to be expected from a merely nominal apparent co-operation. It is well to start on a voyage with a fair wind, even if we cannot count on its continuing so throughout. Schools may sometimes be carried on with a bare majority, but it is far better, in an object requiring co-operation, to enlist public sympathy, even at the expense of a little delay. Schools may have been commenced and upheld, even in the face of strong and determined opposition, but I feel very sure, in such cases, the opposition would have been much less, and might have died away much sooner, had not strife very naturally engendered, embittered and extended strife, and thus made matters worse than they need have been, occasioning recourse to be had on either side to action neither strictly honorable nor perhaps quite legal. Prudence is a wonderful auxiliary to every species of enterprise. In very many of our settlements, the ability of the people in a matter of this sort is inevitably limited by their circumstances. Let us assume that, in such a case, where most of the people

have quite enough to do to make the ends meet, a family or two come in from an older settlement, among whom there may be a dozen or so of children who could go to school, if they had a school to go to. The new comers, in all probability, have enjoyed school privileges where they came from, and have a corresponding sense of the evil of their children's growing up in ignorance, and dread of the additional risk they run of doing so, if they let slip the season when they could learn most readily, and be most easily spared from home duties for the purpose. If the parents themselves have enjoyed the opportunity which they desire to secure for their children, they may, to some extent, by private instruction, prevent the time being wholly lost to them; but if they are either unable or indisposed for this (and how many are so, who are yet anxious for their children's advancement) an agitation for a school may be commenced and pressed forward before the locality is really ready to support one.—The school may even be established, but as likely as not, along with the School may come difficulty and embarrassment from the causes I have supposed, and the school, after all, may never be really efficient; while, by going to work in a better way, the good will of all might have been enlisted, and the school thus made a real benefit from the outset, in place of very probably being all the time half alive, half dead, and kept open for only six months or so in the year. In making such remarks, I would not be understood as arguing against progress. What I should wish is that the anticipated results should be as free from drawback as possible; that the progress that is made, should stand. I would not say "Let us have a school by all means, no matter what amount of opposition there may be to it," I would rather seek, in the first place, to conciliate any opponents of the measure, or those who might be keeping aloof more through ignorance than ill-will, and I think if their co-operation were thus secured, better and more durable results would be sure to follow.

The Co-operation of the Teacher with his Scholars is of the utmost consequence. It varies exceedingly in kind as well as in degree. The one may at times seem to be pouring out, while the others are busily drinking in; or the one drawing out, while the others yield by degrees a more copious supply, proving that the co-operation is mutual and to some extent successful. In the case of the blind beggar, sitting by the way side and holding his hat for alms, the passer by may manifest sympathy by dropping his coin into it, while the poor man is almost unconscious of having received anything. In some such way, the scholar may be getting instruction at one time with scarcely a thought that he is doing so—there is little apparent co-operation with his Teacher; at another, he may be literally drinking in knowledge as from a gushing fountain—the co-operation is manifest and palpable to both, and to any observer. The Teacher, as such, cannot work alone, but if he does not work, can it reasonably be expected that those under his charge will do so? The Scholar must see that his Teacher himself works, to get him to work. A sleepy headed teacher is a standing reproach as well as an unmitigated nuisance in any school. The professed object of the Teacher is to Educate, and what is that but to draw out? not out of a senseless machine, but from a living, animated, more or less intelligent soul, to wake up the intellectual

faculties on any given subject. The remark may be sometimes heard, "The Teacher has worked wonders; that dull stupid boy he has actually imparted life to," and in a certain sense it may be so; yet, after all, what he has done, may mainly have been to secure the co-operation of the child. There may have been little common ground originally between them, but just as a pump at certain seasons cannot be made to work without some water being poured into it, so, by persevering efforts to get this or that truth lodged in the boy's mind, the Teacher has got nearer and nearer to him, till they can at length co-operate. On lookers may exclaim with astonishment, "We never thought it was *in* the boy," without reflecting that the real difficulty was to get it *out* of him. A teacher, without having strained every nerve to obtain an entrance to the Scholar's mind, should never be heard to say, "I can make nothing of that boy or girl; I cannot drive it into them." Need we wonder at the Teacher's failure, while the spirit lasts that gives rise to the exclamation; but, going rightly about it, what could never be driven in, may quite possibly be drawn out.

To secure co-operation, the Teacher must endeavor to gauge accurately the child's mind and adapt his instructions accordingly—laboring to establish sympathetic action, to get a hold of the various faculties, and have them brought to bear on the subject matter of instruction. A lively, intelligent interest will thus be created, the steady attention of a scholar or of a class secured, and unmistakable progress be the result.

A striking instance of co-operation between Teacher and Scholars may be given in illustration, from an account of a visit to a School in Germany by the eminent American, Horace Mann, while an exercise on Elementary Geography was going on. He says:—"The Teacher stood by the Black Board, with the chalk in his hand. After casting his eyes over the class, to see that all were ready, he struck at the middle of the Board. With a rapidity of hand which my eye could hardly follow, he made a series of those short, divergent lines, or shadings, employed by map engravers to represent a chain of mountains. He had scarcely turned an angle, or shot off a spur, when the Scholars began to cry out: 'Carpathian Mountains, Hungary; Black Forest Mountains, Wurtemberg; Giants' Mountains, Silesia; Metallic Mountains, Pine Mountains, Central Mountains, Bohemia;' &c., &c. In less than half a minute, the ridge which separates the waters that flow North-West into the German Ocean, from those that flow North into the Baltic, and South-East into the Black Sea, was presented to view, executed almost as beautifully as an engraving. A dozen strokes, made in the twinkling of an eye, now represented the head waters of the great rivers which flow from that mountainous range, while the children, almost as eager and excited as though they had actually seen the torrents dashing down cried out: 'Danube, Elbe, Vistula, Oder,' &c. The next moment I heard a succession of small strokes or taps, and hardly had my eye time to discern a large number of dots, made along the margins of the rivers, when the shout of 'Lintz, Vienna, Prague, Berlin, Dresden,' &c., struck my ear. At this point in the exercise, the spot which had been occupied on the Black Board was nearly a circle, but now a few additional strokes extended the mountain ranges outwards

"towards the plains, the children responding "the names of the countries in which they "respectively lay. With a few more flourishes "the rivers flowed onwards towards their "several terminations, and, by another succession of dots, new cities sprang up along "their banks. By this time the children had "become as much excited as though they had "been present at a world making. They rose "in their seats, they flung out both hands, "their eyes kindled, and their voices became "almost vociferous, as they cried out the "names of the different places which rose "into view. Within ten minutes from the "commencement of the lesson, there stood "upon the Black Board a beautiful map of "Germany, with its mountains, principal "rivers and cities, the coast of the German "Ocean, of the Baltic and the Black Seas, and "all so accurately proportioned that I think "only slight errors would have been found "had it been subjected to the test of a scale "of miles. A part of this time was taken up "in correcting a few mistakes of the pupils, "for the Teacher's mind seemed to be in his "ear as well as in his hand—and notwithstanding the astonishing celerity of his "movements, he detected erroneous answers "and turned round to correct them. The "rest of the recitation consisted in questions "and answers respecting productions, soil, "climate, animals, &c., &c." A more than common amount of innate ability was unquestionably possessed by this Teacher; but if a Teacher is thoroughly in earnest, I would not greatly care from what quarter of the world he came, or in what quarter he pursued his vocation: with ordinary ability proportionably good results would be secured.

To secure the fullest co-operation, I believe every one engaged in teaching should aim at being as thorough, as able, and as accomplished a Teacher as possible, and there is one means of power which I think it were well that Teachers studied more than they do—that is, to be so completely masters of their subject, whatever it may be, as to feel little if any need of a Text Book. The writer just quoted from says, that in his six weeks visiting among schools in Prussia and Saxony, (in the course of which he witnessed exercises in a great variety of subjects,) in no one case did he see a Teacher sitting while hearing a recitation; and in no one case did he see a Teacher with a book in his hand. "His book, "his books, his library, was in his head. "Promptly—without pause, without hesitation, from the rich resources of his own "mind, he brought forth whatever the occasion "demanded." The greater freedom from the Text Book, the greater then, I believe, will be the probability of co-operation.

There are some other points which, I think, are specially deserving of a Teacher's consideration, in order that he may secure co-operation on the part of his Scholars. He has to manifest perfect fairness in all his intercourse with them, shunning partiality or favoritism, and even preference on any other ground than that of attention to study, or correctness of conduct; and never suffering proper appreciation, on any one of these grounds, to blind him to inattention to, or disregard of, the others; ever acting so as that in any particular he could, if necessary, ask his Scholars to copy his example. If he does otherwise, he raises a barrier, in so far, against co-operation on their part in other respects,—and in this, indirectly inculcates co-operation of a kind unauthorized and injurious. A Teacher can not have two characters as he may have two

coats, one for Sunday, the other for Saturday: he cannot have one character in the School and another outside of it. There are some who seem to consider that they may. A greater mistake could scarcely be made. A Teacher must be consistent; if he is otherwise his influence is incalculably weakened with his Scholars.

He has likewise to distinguish in his Scholars between stupidity and indolence—between proper firmness and obstinacy. If his Scholars have need of patience in one way so has he in another; remembering the example of the good woman who persevered so with a dull child as to repeat the same thing twenty times over, and when remonstrated with for such a waste of time, remarked, "If I had given over at the nineteenth time, he might never have known it." Her patience was crowned with success.

The Teacher has to strive to maintain an equable temper; not, as it were, throwing the reins on the steed's neck one moment, and pulling up sharply the next. In this respect his practice of to-day, supposing it to be correct, must be sustained by that which he pursues to-morrow.

In yet another way, I believe, may the co-operation between the Teacher and his Scholars be fostered. I mean by the Teacher not standing too much on the dignity of his office, and keeping the Scholars all the time, as it were, at arm's length; but, while guarding against frivolity on their part, or want of proper respect towards any one, unbending or relaxing at proper seasons—being ready at times to join in any harmless amusement or healthy recreation in which they delight—not forcing himself upon them at such times, but causing them to feel a pride and pleasure when he does join them—by always exhibiting even in the School-room a winning manner—governing more by the look than by many words—knowing that the most acute pain, as well as the most exalted pleasure, may be communicated by the varying expressions of the countenance. If a child is dull in other studies, we may be assured even he can and will study and perfectly understand the expression of his Teacher's face and voice. Both are powerful agents either for good or evil, as they may be employed in a natural, easy, and proper way, or in a repulsive, forbidding manner; and why should any Teacher be destitute of true sympathy with his Scholars, and of the power it imparts? How delightful would it be, and how animating, as well as influential for good, to find universally the beautiful harmony, the delightful co-operation we may sometimes witness! and which is indicated in the following extract from the writer already noticed:—"The Teacher's "manner was better than parental, for it had "a parent's tenderness and vigilance without "the foolish dotings or indulgences to which "parental affection is prone. I heard no "child ridiculed, sneered at, or scolded for "making a mistake. On the contrary, whenever a mistake was made, or there was "a want of promptness in giving a reply, the "expression of the Teacher was that of grief "and disappointment, as though there had "been a failure, not merely to answer the "question of a master, but to comply with the "expectations of a friend. No child was "disconcerted, disabled, or berot of his senses "through fear. Nay, generally, at the ends "of the answers, the Teacher's practice was "to encourage him with the exclamation, "'Good,' 'light,' 'Wholly right,' &c., or "to check him with his slowly and painfully

"articulated 'No';" and this was done with "a tone of voice that marked every degree of "plus and minus in the scale of approbation "and regret. When a difficult question had "been put to a young child which tasked all "his energies, the Teacher would approach "him with a look of mingled concern and "encouragement—stand before him, the light "and shade of hope and fear alternately "crossing his countenance—lift his arms and "turn his body as a bowler who has given a "wrong direction to his bowl will writhe his "person to bring the ball back upon its track "—and finally, if the little wrestler with diffi- "culty triumphed, the Teacher would perhaps "seize and shake him by the hand in token "of congratulation; and when the difficulty "had been really formidable, and the effort "triumphant, he might catch up the child in "his arms and embrace him, as though he "were not able to contain his joy. He might "actually clap his hands with delight at a "bright reply, and all this so naturally, and "so unaffectedly, as to excite no other feeling "in the residue of the children than a desire, "by the same means, to win the same "caresses."

There is another respect in which, it seems to me, the Teacher may do much to secure the co-operation of his Scholars, or to weaken that co-operation if it has already existed. It is this:—The School Hours should always be regarded as belonging sacredly to the Scholars. To explain: There are, no doubt, in many Schools, apparently spare moments or longer intervals of leisure, when no injury it is thought may be done by studying on a subject unconnected with the school duties, and yet of some consequence to the Teacher himself. Still, self-denial should be exercised here; any personal attainments made in such a way cannot be had with a perfectly clear conscience. If the Scholars are all occupied at one time preparing work for the Teacher's inspection, it is better that he should be engaged with some arrangements for facilitating their instruction than have his thoughts hurried in a study foreign to the duties immediately devolving on him. He ought, if his eye is off them, to be occupied with what he will find no difficulty whatever in leaving at any moment, which, in fact, will not engage his thoughts to the extent of preventing his hearing or seeing what maybe going on around him. Indeed, the Teacher's eye, during school hours, should never really be wholly off the Scholars, either to direct, to control, or to encourage. If this is the case, if the time during school hours belongs to the Scholars for the purposes of the School, and cannot be properly appropriated by the Teacher to himself without risking the loss of that co-operation that should always be maintained, the same may be said of school-days. By this, I mean that if it would sometimes be convenient for the Teacher to have a day to himself, which he proposes to obtain without injury to any one, by teaching instead on Saturday, or one, two or three successive Saturdays, his doing so, unless there is a case of real necessity, is wrong, and even if he has the sanction of the Trustees, is unwise. That day belongs peculiarly to the children; it is more suited to the recreations they require than any other day; and besides this, it is very well known that, when Saturday was a legal teaching day, the attendance was always smaller than, than on other days. What may it naturally be expected to be, when children cannot properly be expected, even by Trustees or Teachers, to be present? and as no attendance on a Saturday

can be brought into the calculation, in apportioning the School Fund, by so much does each Ratepayer in a School Section suffer, and get real ground for complaint when such a substitution is made. When unavoidable absence does occur from any reasonable cause—a cause which could not be foreseen or obviated, and for which the Teacher is in no way accountable—if he has been really faithfully discharging his duty, I should think the Trustees quite justified in not requiring the time to be made up, and that their consideration in this respect would operate with such a Teacher in the best way, causing him to be doubly careful to let nothing of the kind occur that he could possibly avoid. With regard, on the other hand, to such Teachers as could not be said to merit indulgence of the kind, I think they should on no account whatever be allowed to make up time on Saturday, but should suffer for the loss occasioned by their own fault in a deduction from their salary, corresponding to the time the children have lost through them. I think Saturday teaching under such circumstances, besides being illegal, would not make up to the children for the loss, that they should not be required to attend then on any such consideration, and that, by expecting it of them, the good feeling that should exist will be materially lessened.

I would add here, that a Teacher who seeks to co-operate to the fullest extent with his Scholars, to be regarded by them at all times as their firm friend, as well as their valued and able instructor, will study, if he continues for any length of time in a situation, to become every successive year better fitted than on the preceding for the satisfactory performance of all his duties. In other words, from the commencement, there will be a marked progress from one year to another in fresh accessions of ability for the charge the teacher holds, in respect of literary acquirements and power, and real heartfelt sympathy with the Scholars.

I would further remark that I think Teachers should aim at strict compliance with the law in respect of Text Books appointed and authorized to be used, avoiding considerations of preference, unless the Books preferred can be adopted with perfect propriety; using all legitimate means for obtaining the sanction of any additional works of real value and moderate cost, in whatever department of study, where it can be done without multiplying to an injurious extent different books on the same subject—doing this either by means of such discussions as have already taken place at the meetings of the Provincial Teachers' Association, or in any other more direct manner—and thus shewing a desire rather to co-operate with the Educational Department and Council of Public Instruction than to ignore the existence of regulations emanating therefrom, or appearing to set these regulations at defiance, careless of the dilemma in which it involves those who have to administer the law as it stands. Let Teachers be themselves fully masters of the various subjects of study, and it seems to me their own acquirements will be sufficient, in connection with authorized Text Books and other accessories furnished by the Educational Department, till all they can reasonably desire in addition can be used without any hesitation whatever.

I would still further say, that I think it is always well for Teachers to co-operate as far as possible with each other. Within a certain range they may hold intercourse, and whether

It be by availing themselves of the "visiting" days legally provided for their benefit, or by associating in Teachers' Institutes, meeting together at stated intervals as Teachers in the same Province, or of any particular County or Township in it, interchanging views, or comparing notes on their different modes of teaching, or on any point occasioning doubt or difficulty in the prosecution of their work, I believe they may very materially assist each other, by co-operation of a kind alike pleasant and profitable. I think it would also be well that Normal School Teachers through the country, and those merely holding certificates from County Boards, should seek specially to co-operate with each other. Whatever their different modes of training have been, each might possibly learn something from the other, and the peculiar advantages enjoyed by one, become in a perfectly proper way, to some extent, common property of both. I would also have Common and Separate School Teachers in their several localities to co-operate. By doing so, visiting each other's schools and encouraging each other in their work, the feeling of isolation, or of conflicting interests, would be modified, and the general efficiency of our Schools of whatever class would, I believe, be very generally and greatly promoted. Nor would I have these remarks to apply solely to the Teachers of our Public Schools—all Teachers I think would find the benefit of co-operation, whether they are employed in PUBLIC or PRIVATE Schools. Their work is, to a considerable extent, the same, although it may sometimes seem that the interest of one suffers if that of the other is advanced. I think there would be less of this, and the fact, if it is so—or idea, if it is no more than that—would not do much injury if there were more of that cooperation between the Teachers, which I would advise and recommend as forcibly as I can.

Having referred at some length to the co-operation of Teachers with their Scholars, I shall not dwell to any extent on the importance of that co-operation being reciprocal. The duties and interests of both are in a good degree interwoven. I shall, therefore, merely indicate a few points, attention to which on the part of the Scholars is of consequence, if that co-operation which is desirable is to be attained between them and a Teacher who is properly qualified for his position, and who is anxious to do his best for them in every possible way. They will co-operate with such a Teacher by a uniform attention to study and to the Teacher's instructions; by exerting themselves to understand and master their studies, cheerfully bearing any little mortification that may result from the occasional superiority of others, and only suffering it to operate as a stimulus to renewed application. If they do not aim at this, under disappointment they will be discouraged, and fail to co-operate with their Teacher. By striving to be regular and punctual in their attendance at school each day, and orderly in their deportment there, discountenancing by their conduct the scholars who are disposed to be indifferent, insubordinate and trifling. By being kind and accommodating to all their companions, assisting them when they have the ability and can properly do so, but never violating truth, candour, or rules, when rendering such assistance. By studying to be patterns of good conduct in or out of school, and the larger scholars especially, as the strong, being ready on every needful occasion to stand up for the weak and timid, when they are in danger of being imposed upon or

tormented. By assisting the Teacher to the utmost of their ability in carrying out such regulations as he may have for the benefit of the school; and by no needless assumption of consequences when called on at any time to assist him in the care of the younger classes. By watchfulness over their words, as well as actions, when out of their Teacher's sight, and by avoiding the practices scholars frequently have, of carrying tales from school of little matters which get unduly magnified, and cause more trouble and vexation than can be conceived, or than can be easily remedied. By the Scholars acting in such a manner, their Teacher will find comfort in his situation, and be much better able to fulfill his obligations, when they are manifestly and cheerfully co-operating with him in all his arrangements and plans for their benefit. By the cooperation of the Scholars with their Teacher in whatever studies they are pursuing, working "with a will," in them, how very much he is helped!—In some respects their task may often be a hard one. Abstraction or concentration of thought, is not always encouraged by a boy's surroundings, nor is natural to the young. Idle, trifling companions may exercise a bad influence which it will require no small share of firmness to shake off; but the more delight the scholar feels in learning, the greater his efforts to get rid of influences that would check his progress—the more delight will every right minded Teacher take in instructing him, and the more ability will he gain to do it to good purpose. They work on, and mutually stimulate each other.

Co-operation, however, between the Scholars and their teacher, need not and should not be confined to studies. It may be noticed, in some schools, by the pretty nosegay or bouquet on the Teacher's desk; the rosy apple, not forfeited by a scholar, but gratefully tendered to the Teacher, and as gratefully received; by the kind look or word in passing; and frequently at the close of the day's exercises by the distribution of slips of card marked 'for punctuality'—for 'good conduct'—or, 'for perfect recitation'.—Small matters it may be in appearance, but far from trifling in tendency or result: all being indicative of sympathy—mutual co-operation of a kind invaluable in its effects on all.

While a Teacher's work is rendered far pleasanter to himself and will be more successful, in proportion to the general co-operation of his scholars, the exertions of both may be greatly strengthened by the co-operation of the parents or guardians of the scholars, or weakened incalculably by want of co-operation, or by conduct which must positively frustrate all attempts to secure it. There are several ways in which parents may co-operate with the Teacher in his labours for the instruction and government of their children. By maintaining orderly habits at home, and being willing to make some sacrifices cheerfully to allow of their children attending with regularity. By attending to method, so as not to prevent their being at school punctually; by keeping them supplied with the Text Books that are needed, and giving them some assistance where they can do so at home, in preparation for the exercises of the following day. By guarding as far as they can, against the formation of injurious habits, and as one great means, not permitting them to roam abroad indiscriminately after dark, but providing for them at home such recreations as they can safely enjoy, without risk of con-

tamination from children whose parents exercise no restraint over them, but suffer them to come and go, when and where they please. By giving reasonable consideration to the circumstances under which their children may be placed, so as not to expect of the Teacher what he cannot fairly be expected to do for them, in consequence of an overcrowded school, insufficient accommodation there, or merely occasional attendance. By occasionally visiting the school, which will not only increase their interest in the education of their children but put them in a better position for judging what notice to take of reports children often thoughtlessly bring from School which, as already remarked, obtain a degree of attention they do not deserve by the notice that is inconsiderately taken of them by others.

The Ratepayers, whether Parents or not, shew a wise co-operation I believe if they are appealed to, by cheerfully sanctioning such outlay as the interest of the school seems to demand, whether in respect of Teacher's Salary, School accommodation, Furniture or Apparatus; by avoiding the error of appointing Trustees merely because they are supposed to be favorable to this or that particular measure, or for any reason whatever other than efficiency and ability, so far as these can be ascertained before hand; and whenever rumours of dissatisfaction spring up, by receiving them with caution and allowance for exaggeration, neither condemning an accused party without a hearing, nor circulating unfavorable reports, but always suspending judgment till facts are fully and properly elicited. To do otherwise is frequently to co-operate with the designing against the innocent.

The success of the School and the comfort of those most nearly and constantly concerned, is dependent materially I believe on the Co-operation of the Trustees with each other, with the Teacher, and with the people. I believe a great deal of harm results from party work and a regard to private ends in the injudicious appointment of Trustees as well as in the selection of a Teacher, in place of the real interests of the school being placed first and foremost in point of consideration, and everything else connected with it, taking then, a naturally subordinate place. There should be an effort on the part of all the Trustees to act in concert; and while, in some cases, it may be difficult, and in others impossible, to secure unanimity, the fact of its being so, even frequently, should never prevent the attempt in a kindly spirit to arrive at it. Their duties are important, their powers extensive, and the responsibility occasionally felt to be burdensome, leading to a desire to get rid of a portion of it, by means neither in accordance with law nor sound policy. I do not think any Trustee should be content to occupy the position of a Cipher, nor any one assume the entire management, if others, of ordinary capacity, independent judgment and honesty of purpose, are associated in the Trust.

One of the most important duties devolving on Trustees is the appointment and retention if possible, of a good Teacher in the School. Real efficiency and irreproachable character should be the main points to be considered in engaging a Teacher. When one has been secured with these requisites, and has borne them out while in charge of the school, I believe that the Trustees' co-operation should rather be with him to secure his continuance with them; than with those who would be

disposed to listen to overtures for a change, on the score of economy, limited ability or such considerations. There are those who would recklessly do so. There are expenses connected with a school which it is no real economy but decidedly the reverse to forego, affecting it may be, the health of the scholars, or the opportunity afforded them for study in respect of the internal arrangements of the School House or the supply of apparatus that may be useful or necessary; and I think the Trustees when they have a thoroughly good and approved Teacher, practice a judicious co-operation with him, by consulting with him and being in a good measure guided by him in respect of such matters as naturally fall most within his sphere of action. I might refer particularly to prizes for the Scholars, and the most fair and equitable mode of distributing them, keeping always in view, a strict regard to real merit in those who receive them.

I believe that the Trustees should likewise shew that they do co-operate with the people in a reasonable way, by never appointing special School Meetings at such times, as will not be generally suitable for all who have the liberty or privilege of attending, and by perfect openness in all transactions connected with the School; recording scrupulously every item of expenditure, and carefully complying with the law in respect of security that should be given by any who are appointed to hold school monies. This is frequently and unwisely yet systematically neglected. The Trustees should likewise co-operate with the Teacher and with the Scholars, not merely by attending special public examinations of the School, but by occasional visits, paid in a friendly spirit; noticing progress and assisting holding the Teacher's authority and by encouraging the people to establish and sustain a good Library as soon as they can do so.

My belief likewise is, that the Trustees manifest a proper co-operation with all parties interested in the school, by avoiding any action that is not strictly warranted by law. I have referred already to legal teaching days, and I would notice in addition, a somewhat similar independent mode of working which is very common and has the appearance, but I believe merely the appearance of greater fairness. I do not think the expense of providing the firewood in any school should be exclusively required of the parents of the scholars who attend. I think the expense should be borne as the law directs by all the rate-payers. The parents of Scholars who attend at all regularly, by sending them to school, contribute to keep down the school rate to the whole. Their bearing in addition the whole expense of the firewood, is a concession they may perhaps voluntarily make, but which, it seems to me, they should not have the opportunity of making. I can understand that by doing so freely, they may best stand that they help more fully to secure the general good-will of those who, seemingly, have little or no interest in the school, and yet have to contribute materially to its support; but really the item is one that, if calculated by itself, would scarcely be grudged by any one legally expected to bear it, while the supply of firewood, when obtained in this questionable way, is, I believe, often far less regular than it should be; and this irregularity is a source of trouble, discomfort, and positive injury to the whole school. The more strict

the compliance, in every possible way, with the requirements of the law while it remains as it is, the better I am persuaded it will be for all, and that any such deviations as are occasionally made from it, have their corresponding drawbacks, so as not to bear out all that may sometimes be urged in favor of them.

I would also say, that while I could have sincerely desired that there had been no *Separate Schools* whatsoever, but that our admirable *Common School* system had been as universal in its application as, I believe, it is liberal in its provisions—conceiving as I do that it is fitted to meet the necessities of all, without encroaching on the tenets of any—while I could, for my own part, have desired such a state of matters, yet, finding that *Separate Schools* have been legally established, I should wish, for the general interests of our young people who attend school, to have co-operation in so far between the Trustees and Supporters of *Common* and *Separate Schools* as that, while seeking to advance the condition of their own schools, they would honestly endeavor to take advantage for this purpose of no doubtful means of doing so; avoiding such an interpretation of the *School Law* as would divert attention from its legitimate and readily understood meaning, and fix on it a meaning supposed to be favorable to one particular class of schools at the expense of another. The great matter is, the more general education of the children of our land, (of whatsoever class or creed,) and the more all parties can do for this end, either directly or by avoiding action that would tend to injure one or other, the wiser I believe it will really be—keeping strictly within the bounds assigned by law to each.

The Trustees and the people will likewise co-operate in an important manner by studying in their several appointments of Auditors of *School Section Accounts*, to select such and only such as are really competent to discharge the duties satisfactorily.

Besides those already particularly referred to, there are other parties whose co-operation in school matters from first to last, is no less essential. I refer to *Municipal Councils*, the *Educational Department* and *School Superintendents*.

In the original formation of *School Sections* and their subsequent alteration, requiring much careful and impartial consideration,—in collecting rates, and making grants when they can be made from the *Clergy Reserve Fund*; in receiving and acting on applications from *School Sections* for their proportions of rates on lands of non-residents, and in originating *School Libraries* or aiding those which have been formed—the *Township Council* has duties to discharge which are of the greatest importance to the successful working of the system. By doing all that can be done to allow of the full benefit from the generous provision of the law for these ends accruing to the several *School Sections* in the municipality, a co-operation is created, which is calculated very greatly to subserve the interests of these *Schools* and the general progress of *Education*. The agency of *County Councils* though no less valuable in its own place, yet being less frequently called for, I shall not occupy space by special reference to it, but proceed to say that the co-operation of all parties with the *Educational Department* is likewise of great importance.

It is assumed that the *Department* seeks by the measures that are pursued, and which call for co-operation, to have the general good of the schools in view, and no private or ulterior end; that it is peculiarly so, when regulations are laid down and restrictions imposed, to which some take exception; that when a great inducement is held out to purchase *School Libraries*, *Prize Books*, *Maps* or apparatus at the *Lepository* in the shape of one hundred per cent discount, the assertion could not be borne out, which nevertheless has been made, that the same books at least, could be purchased more reasonably elsewhere. The encouragement given to *Home Manufacture*, *Industry* and *Enterprise* in respect of manufacture of *Maps* and apparatus, is surely a species of co-operation at once honorable and beneficial, and the more that *School authorities* throughout the country co-operate with the *Department* in furnishing their schools with all such requisites, the greater progress shall we find in our schools under proper management. Improvements have been made in several respects on *Forms*, issued by the *Department* in recent years, and seeing that the end in view by these improvements, is the simplification of labor, I could wish greater co-operation were always apparent on the part of *School Teachers*, in respect of the mode in which their *School Registers* are kept, so that they might be always perfectly intelligible, thoroughly accurate and complete in all particulars; not merely having reference to the scholars' attendance at *School* but to the studies they severally pursue, and general conduct. It is quite possible that improvements might yet be made on the *Forms*, by some reduction in the number of queries annually put to Trustees; and by devising some plan for securing more correctly than can be done at present, information that may frequently be taken and given at random, as to the general and *School* population of sections. The gratuitous labor that is performed by Trustees, ought certainly not to be more than is susceptible of being turned to undoubted profitable account; but an effort should certainly be made by all, to co-operate with the *Department* now, by making all the answers as accurate and complete as possible.

It is no more than justice to say, that in a lengthened correspondence with the *Department*, I have never experienced anything but courtesy, attention and careful consideration of matters submitted. Replies have been received, not perhaps, always so explicit in character as might have been thought desirable, but explanation always given when solicited, on any point which might have involved doubt as to the meaning of the advice which had been asked or the opinion that had been desired and I have more than once experienced the co-operation of the *Department*, when it appeared proper to make application for a grant from the *Poor School Fund*, to schools struggling to maintain an existence, which had been weakened by particular circumstances.

The duties devolving on *Local Superintendents* of *Schools* whether employed for *County* or *Township Municipalities* are very clearly defined by law; and, if these duties are performed in the spirit of the law, not as mere matters of course, but with a degree of interest corresponding to their importance,

granting that there is a reasonable measure of fitness for their discharge, a wide field certainly exists for valuable co-operation. I cannot speak of the experience of others, but mine has been that of a desire on the part of the great majority of school trustees with whom I have had intercourse, to co-operate actively in any measures that promised to increase the efficiency of their schools. The exceptions I have met with have been so rare, that, with all the good that might be expected to result in some respects, from the substitution of Township Boards of Trustees for those of School Sections, I should be loth to lose the hearty interest exhibited, and laborious, self-denying exertion put forth in many a case, for the benefit of the school by those acting as Trustees. The Co-operation of a Local Superintendent is, however, frequently called for, independent of his ordinary visits to the schools and general correspondence respecting them, at seasons when that calm, deliberate attention, can scarcely be given to matters of complaint, which they require, on account of these complaints having to be lodged at a time when other duties have to be attended to, that cannot be postponed. Of course if that complete co-operation that is always desirable among the inhabitants of a School Section were in constant exercise, there would scarcely occur differences of opinion of such a nature as to call for complaint or appeal; but, although in general the office of School Trustee is not by any means coveted, there is scarcely a season without some exciting contest by others, to get this or that individual elected to fill it.

Local Superintendents may frequently be considered to be wanting in proper sympathy with petitioners, or with remonstrants when alterations are sought for affecting Union School Sections. This is probably inevitable under the circumstances. Such changes should certainly never be made without due deliberation, and this I have no doubt they very generally get. Like alterations on School Sections within particular Townships, the consideration of such matters is found by Local Superintendents and Municipal Councils to be a difficult and delicate business.

The co-operation of Local Superintendents with Teachers, I would add, is of great consequence; and I must say I have found Teachers, almost without exception, most ready and willing to act on advice given—to lend their co-operation to the carrying out of measures which it was believed would benefit their schools or increase their own ability to discharge their duties with credit and success. I have found them frequently quite ready to run personal risk in securing Text Books for their scholars which they felt were needed, and which otherwise might not have been got for an indefinite period; and to be at personal outlay for Prizes when they could not be obtained in the ordinary way; and I have always found them thankful for any suggestion which might lead to the more general co-operation of others with them in their work, rendering it easier and pleasant.

It may be well before closing these remarks, to give a brief Enitome of the most prominent features of desirable Co-operation I have pointed out, so far as local influence, the most important of all, is concerned.

Teachers, then, will shew a wise co-operation by consistency of personal character and

conduct—by steadily progressive improvement—by attending solely to school-work in school hours—by complying with the provisions of the law in respect of legal teaching days and Text Books—by ascertaining their scholars' capacities, and striving to get a wide-awake spirit excited and maintained—by exercising discrimination, practicing patience, and manifesting fairness towards them at all times, and seeking to secure mutual improvement in intercourse with other Teachers.

Scholars will co-operate for the good of the School by diligence, perseverance, punctuality and steadiness in attendance; being honest, truthful and considerate—by kindness to their school-fellows—good manners, and general good conduct—by keeping a watch over their tongues when tempted to say what should be unsaid—by exhibiting a respectful demeanor, and cherishing a grateful spirit towards their Teacher.

The Trustees will likewise co-operate for the good of all by cultivating harmony among themselves—by getting and keeping a good Teacher, remunerating him sufficiently, and consulting with him how best to meet the real wants of the School—by taking requisite security, keeping circumstantial details of all expenditure, employing competent Auditors, and submitting honest and distinct accounts of proceedings—by getting a good Library as soon as possible—by not shirking responsibility, nor transferring their's needlessly to others—by not making laws of their own, or sanctioning such as may be made, of a nature to conflict with the existing School Law—and by not misinterpreting the law to suit their own purposes, when there may seem to be a vacuancy in any of its provisions.

Parents will shew a judicious co-operation by studying order and system, and some self-sacrifice at home to allow of their children being regularly and punctually at School, and by giving them what help they can in preparing prescribed tasks—by maintaining kind but firm control, and making home attractive to their children, so as to offer them no inducement to choose improper associates and wander abroad at improper times—by visiting the School occasionally, upholding the Teacher's authority, and discountenancing *Tide-bearing*—and the People will further the co-operation of all parties by selecting Trustees for no other reason than real interest in the School and understood efficiency—shunning party spirit, whether national, political or religious, in making such appointments; by choosing a fit Auditor of School Accounts, and sanctioning wise expenditure for whatever purpose, when consulted.

Inability to fulfil one part of my prescribed duties so completely as I should desire, has induced me to lay these thoughts in their present form before those whose co-operation I have a certainty of, and others whose co-operation I earnestly desire to see enlisted in so good a cause. The System does not always get the best chance to shew what it might effect, were there less of jealousy and selfishness at work; but with united, energetic and wise action on the part of its friends, much good as it has assuredly brought about already, very much more, I believe, will it accomplish in the future. Let its friends take courage, and under God, success will crown their labors.

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